**Structured Small Group Program**

**(Elizabeth Ramsey)**

**“Surf Safe Club”**

**Goal/ Purpose**

Teen girls will have an understanding of Internet safety as well as the consequences of negative choices made involving the Internet and will be able to apply this knowledge in their everyday lives.

**Population**

The group “Surf Safe Club” is for female students, ages 14-16, who have been identified as having made negative choices during Internet usage in the last 6-12 months.

**Rationale/ Need**

According to Snapshotspy.com (2011), “with an estimated 24 million children now online, one out of five have been solicited for sex in the last year. Seventy-seven percent of the targets for online predators were age 14 or older. Another 22% were users ages 10 to 13. Seventy-five percent of children are willing to share personal information online about themselves and their family in exchange for goods and services. Only 25 percent of the youth who encountered a sexual approach or solicitation told a parent.” This is an alarming amount of children and teens who are being solicited for sex on the Internet. With the rising popularity of websites such as Facebook and Twitter, more and more children are creating accounts on these social networking websites. This means that there are even more opportunities for online predators to target children and teens.

It is imperative that children be taught basic Internet safety skills. It is the responsibility of parents and teachers to ensure that children have an awareness of the types of information that should not be shared via the Internet. It is important that they understand the dangers that can be found on the Internet as well. According to Owens (2010), “parents/guardians should be the ones to first introduce kids to the Internet. Schools should provide internet safety education and school technology departments should employ the appropriate infrastructure to keep kids safe online.”

The “Surf Safe Club” is a group for female teens between the ages of 14 and 16. Males were not included in this group as some of the information shared might be private or uncomfortable for females to share in the presence of their male peers.

For this group, a needs assessment will be conducted. Normative needs will be identified through student discipline records as well as school computer files from the past six months of the school year. Felt need will also be identifies through parent and teacher surveys (See Appendix A and Appendix B). This will determine the need for a group such as the “Surf Safe Club.” It will help parents’ identify whether or not they feel that their child would benefit from this group. It will help teachers be able to determine if there are any students in their class who may have a problem with Internet usage. This will also help determine if parents and teachers feel this group would be beneficial for their child’s school.

**Theoretical Orientation**

Reality therapy will be used for this group because it is flexible and straightforward. According to Erford (2010), “reality therapy stresses the present, thereby helping people solve current problems. Instead of emphasizing feelings, the focus is on thinking and acting in order to initiate change.” This type of therapy helps group members examine their needs, write a goal, and make a plan for change (Erford, 2010). Skillful questioning will be used as a therapy technique. Open-ended questions will be asked to encourage group members to discuss the issues. The focus will be on positive behaviors that group members are engaged in rather than negative behaviors.

Cognitive behavioral therapy will also be used for this group. Homework will be given at the end of each session to follow up and review what was discussed during the group session that week. Questioning will also be utilized during group sessions to encourage group members to discuss their issues. Cognitive behavioral therapy will help the student to feel a sense of empowerment to deal with their future problems (Corey, 2012).

**Ethical, Legal, and Multicultural Issues**

Since all of the members of the “Surf Safe Club” will be minors, informed consent will be received from parents (See Appendix C) (ASCA, 2005; Rockinson-Szapkiw, 2012). In the informed consent, the goals and purpose of this group will be clearly stated in the parents’ native language. Confidentiality will also be discussed as well as the limits of confidentiality. Parents will have an understanding that what is discussed in the group will remain confidential unless their child intends to harm herself or another student.

Students will provide verbal assent to participate in the group. They will also be made aware of the rules of confidentiality. They will have an understanding that everything that is said in the group will be kept confidential by the counselor unless they state a desire to hurt themselves or someone else. It will also be mentioned that in a group setting, confidentiality cannot be guaranteed due to other group members.

Various cultures might be represented in this group. Every effort will be made to respect the cultures that are represented in the group. “All groups are multicultural because each student brings a different history with different cultural experiences and expectations, whether visible or invisible” (Erford, 2010).

**Recruitment and Screening**

Referrals for the “Surf Safe Club” will be accepted from teachers, parents, and administrators. Students will also be identified through discipline records as well as computer files from the school. If a student is referred, there must be evidence that she has been caught engaging in negative and possible harmful Internet activity. Surveys will be sent home to the parents of those students who are identified and referred. Interviews will be conducted with the students prior to the start of the group. This will help determine if the student does in fact meet the requirements to be a member of the group. It will also help determine the issues this student is dealing with as far as Internet usage as well as the severity of the issues. It will also be a time to get to know the student a little better one-on-one and begin the trust-building process. This will also be a time to provide the student with more information about the group and to answer any questions she might have. Students from various cultural and ethnic backgrounds will be considered for the group. The parents of chosen students will be given an Informed Consent Form to sign and return to the school. The child will also have to provide assent to participate in the group.

**Structure**

This psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 1:00-1:40 during the high school study hall. It will take place in the counseling group room and will be offered twice a year. The counseling group room was chosen for space as well as to ensure privacy and confidentiality.

**Core ASCA Standard(s)**

American School Counseling Association Standards (2005):

A:A3.1 Take responsibility for their actions

A:A3.5 Share knowledge

A:B1.2 Learn and apply critical-thinking skills

A:B1.4 Seek information and support from faculty, staff, family and peers

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.6 Use effective communications skills

PS:B1.2 Understand consequences of decisions and choices

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.12 Develop an action plan to set and achieve realistic goals

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

**Core State Academic Standard(s)**

* South Carolina State English Standard E1-4: “The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English” (2009).
* South Carolina State English Standard E1-6: “The student will access and use information from a variety of sources” (2009).
* South Carolina State Health and Safety Standard 2: “The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (2009).
* South Carolina State Health and Safety Standard 4: “The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (2009).
* South Carolina State Health and Safety Standard 5: “The student will demonstrate the ability to use decision-making skills to enhance health” (2009).
* South Carolina State Health and Safety Standard 6: “The student will demonstrate the ability to use goal-setting skills to enhance health” (2009).
* South Carolina State Health and Safety Standard 7: “The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks” (2009).

**Objectives**

**Goal:** The purpose of the “Surf Safe Club” is for teen girls to gain an understanding of Internet safety as well as the consequences of negative choices involving the Internet and will be able to apply this knowledge in their everyday lives.

**Objective:** The student will gain knowledge about Internet safety rules.

**Objective:** The student will be able to identify 3 negative consequences of abusing the Internet.

**Objective:** The student will be able to write personal goals for themselves to encourage positive Internet choices.

**Objective:** In the final session, the student will be able to determine if they have met their personal goals.

**Program Evaluation**

During the initial session of this group, a multiple choice assessment (see Appendix D) will be given to the group members to evaluate their current knowledge of Internet safety. Throughout the sessions, progress will also be evaluated through journals. During the final session, the same multiple choice assessment will be given to the group members again. Results will be tabulated and averaged to measure improvement throughout the group. The expectation is that the students will have improved in their knowledge of Internet safety.

**Session 1**

**Title:** Your Online Image ([www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org))

**Brief Summary of Session:** At the beginning of this session, previously learned information will be reviewed. We will go over homework/ownwork from the previous session as well. The activity “Your Online Image” will be conducted. We will discuss who can see information and pictures we post on the Internet as well as solutions for how to deal with it.

**Theoretical Orientation:** Reality, Cognitive Behavioral

**Specific Group Technique:** questioning, homework/ownwork

**Duration:** 40 minutes

**Materials/ Media:**  pencils, paper, Your Online Image activity sheets from [www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org)

**Core ASCA Standard(s):** (American School Counseling Association, 2005)

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

**Core State Academic Standard(s):**

* South Carolina State Health and Safety Standard 2: “The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (2009).
* South Carolina State Health and Safety Standard 5: “The student will demonstrate the ability to use decision-making skills to enhance health” (2009).

**Objectives:**

* The group will be able to identify 3 ways that posting personal information on the Internet can negatively affect them and their online image.

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

South Carolina State Health and Safety Standard 5: “The student will demonstrate the ability to use decision-making skills to enhance health” (2009).

* The group will be able to identify 3 groups of people that their information and pictures on the Internet can be viewed by.

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).

PS:B1.2 Understand consequences of decisions and choices

**Assessments**: Students will be given an activity sheet to determine if they are able to meet the two objectives (See Appendix E). Students will also reflect in their journal on what was discussed in today’s session. The expectation is that they will be able to meet the objectives stated above and that will be assessed through their journal writing.

**Procedures/ Instructional Strategy:**

1. During the opening, the information learned during the previous week’s session will be reviewed. The students will be asked how their week was and if they found themselves making positive or negative choices with their Internet usage. Group members will be given time to share ideas with one another. This should take approximately 5 minutes.
2. The group members will be told what the activity today will be, “Your Online Image.” They will be asked what they think the lesson will be about and what they think their online image is at this time.
3. The students will be given a pencil and piece of paper. Each student will be asked to think of three face-to-face places they can be found during a week: at school, hanging out with friends, in a house of worship, or at a family gathering. Then have them draw three large intersecting circles and write the name of each place in a circle. Have the students write words that describe the image of themselves that they present in each place. Suggest that they list the kinds of clothes they might wear, their language style, the topics they talk about, and so on. Demonstrate how to write a trait common to two audiences in the areas where the circles intersect. Discuss how each circle represents a different identity.
4. Cut apart the scenario cards on Student Sheet 1 from [www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org) and give one card to each group of two students. Have each group read and discuss their scenario and questions. Next, cut apart and distribute the matching cards on Student Sheet 2. Have each group read and discuss the information and questions under “Think About It”. Then have each group create a presentation that will inform the other groups about the problem they explored. Distribute and discuss Student Sheet 3. Make sure students understand the concept of their audience: the group of people who view them at school, at a house of worship, at a park, or online.
5. During the processing stage, explain to students that there are several ways in which information on the Internet is preserved after it is deleted by the creator. Ask: How does it make you feel to know that parents, employers, school administrators, and even younger sisters and brothers, may be looking at what you say online? Steps 2-4 should take approximately 30 minutes to complete.
6. In closing, we will review what we learned during today’s activity. Homework/ownwork will be assigned as stated below. The session will be closed out. This should take approximately 5 minutes.

**Homework/ Ownwork**: Students will reflect in their journal about what we discussed today during our activity. They will be asked to write how they felt knowing that their personal information and pictures on the Internet can be seen by so many unintended viewers.

**Group Stage and Emerging Issues:**  The stage for this group session would be a working session. Out of six group session, it would be session 3. The group will be focusing on the goal of learning more about Internet safety.

**Session 2**

**Title:** Amy’s Choice ([www.cdn.netsmartz.org](http://www.cdn.netsmartz.org))

**Duration:** 40 minutes

**Brief Summary of Session:** We will discuss what was learned in previous session. We will talk about how everyone did this past week as far as Internet usage. We will watch the video entitled “Amy’s Choice” and discuss it together as a group. Then we will talk about how the video made us feel and how we might have handled the situation differently if we were in Amy’s shoes. In closing we will discuss this week’s homework/ownwork and I will read a poem entitled “Online Smart”(See Appendix F) to close out the session.

**Theoretical Orientation:** Reality, Cognitive Behavioral

**Specific Group Technique:** questioning, homework/ownwork

**Materials/ Media:**  pencils, computer, projector/TV, Amy’s Choice activity sheet (from [www.cdn.netsmartz.org](http://www.cdn.netsmartz.org)), Amy’s Choice video ([www.youtube.com](http://www.youtube.com))

**Core ASCA Standard(s):** (American School Counseling Association, 2005)

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A2.6 Use effective communications skills

PS:B1.2 Understand consequences of decisions and choices

**Core State Academic Standard(s):**

* South Carolina State Health and Safety Standard 5: “The student will demonstrate the ability to use decision-making skills to enhance health” (2009).
* South Carolina State Health and Safety Standard 7: “The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks” (2009).

**Objectives:**

* The group will be able to identify 3 reasons that it is unsafe to meet someone they have been talking to on the Internet.

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

* The group will be able to identify 3 consequences of meeting a stranger from the Internet in person.

PS:B1.2 Understand consequences of decisions and choices

South Carolina State Health and Safety Standard 5: “The student will demonstrate the ability to use decision-making skills to enhance health” (2009).

South Carolina State Health and Safety Standard 7: “The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks” (2009).

**Assessments**: Students will be given an activity sheet to determine what they learned from watching the “Amy’s Choice” video. Students will also reflect in their journal on what was discussed in today’s session. The expectation is that they will be able to meet the objectives stated above and that will be assessed through their journal writing and through the activity sheet.

**Procedures/ Instructional Strategy:**

1. During the opening, we will discuss what we learned in last week’s session. We will discuss if any of the group members made any negative choices with their Internet usage during the week and how we can help them change that. We will also discuss any positive choices we made during the week to encourage other group members. This will take approximately 5 minutes.
2. The activity “Amy’s Choice” will be introduced to the group. Have the group watch the video “Amy’s Choice” ([www.youtube.com](http://www.youtube.com)). After watching the video, have the members share the emotions they felt while watching the video.
3. During the processing stage, give each student an activity sheet that goes along with this activity. read the questions as a group and allow the students to write the answers. Use the discussion questions in the “Amy’s Choice” activity lesson plan. Discuss the answers as a group. This should take approximately 30 minutes.
4. In closing, ask the students to name one thing they learned during today’s activity. Assign homework/ownwork (see below). Read the “Online Smart” poem ([www.anitapoems.com](http://www.anitapoems.com)) (See Appendix F) and close out the session. The session will be closed out. This should take approximately 5 minutes.

**Homework/ Ownwork**: The students will reflect in their journal about their emotions while watching the “Amy’s Choice” video. They will be asked to write how they might have handled the situation differently if they were in Amy’s shoes. They will also be asked to share an Internet safety tip with one friend outside of the group during the week.

**Group Stage and Emerging Issues:** The stage for this group session would be a working session. Out of six group session, it would be session 4. The group will be focusing on the goal of learning more about Internet safety.

**References**

American School Counselor Association (2005). *ASCA national standards for students*.

Alexandria, VA: Author.

Anitapoems.com (2011). Online safety. Retrieved from [www.anitapoems.com](http://www.anitapoems.com)

Common Sense Media (2012). Your online image. Retrieved from

[www.cybersmartcurriculum.org](http://www.cybersmartcurriculum.org)

Corey, G. (2012). *Theory & practice of group counseling* (8th ed.). Belmont, CA:

Brooks/Cole.

Erford, B. (2010). *Group work in the schools*. Boston, MA: Pearson Education.

McAfee (2012). Internet safety quiz for kids. Retrieved from

<http://ca.mcafee.com/en-ca/landingpages/quiz_kids.asp?eolexm=vste>

NetSmartz Workshop (2010). Amy’s choice. Retrieved from [www.cdn.netsmartz.org](http://www.cdn.netsmartz.org)

Owens, L. (2010). Internet safety: Who’s teaching our kids? Retrieved from

<http://internetsafety.trendmicro.com>

Rockinson-Szapkiw, A. (2012). Group informed consent. Retrieved June 6, 2012 from

<http://structured-group-resources.wikispaces.com/Group+Informed+Consent>

Snapshotspy.com (2011). Online child computer and internet abuse statistics. Retrieved from

[www.snapshotspy.com](http://www.snapshotspy.com)

South Carolina State Department of Education (2009). *Standards and curriculum*. Columbia,

SC: Author.

Youtube.com (2011). Amy’s choice 2000k. Retrieved from [www.youtube.com](http://www.youtube.com)

**Appendix A**

**Parent Survey**

Please use a scale of 1(Never), 2(Rarely), 3(Sometimes), 4 (Almost Always), and 5(Always) to rate the statements listed below.

\_\_\_\_\_\_ I am concerned with the amount of time my daughter spends on the Internet each day.

\_\_\_\_\_\_I am concerned that my daughter might be posting personal information on the Internet.

\_\_\_\_\_\_I am concerned that my daughter might be posting inappropriate pictures of herself on the

Internet.

\_\_\_\_\_\_My daughter tries to hide her Facebook page/email account from me when I walk into the room.

\_\_\_\_\_\_I think my daughter talks to strangers on the Internet.

\_\_\_\_\_\_I am interested in my daughter learning basic Internet safety.

Please add any other comments in the space below that might be relevant (Has your daughter tried to meet someone from the Internet? Does your daughter visit chat rooms on a regular basis? etc.)

Child’s Name and Age:

Parents’ Names:

Phone Number where you can be reached:

**Appendix B**

**Teacher Survey**

Please use a scale of 1(Never), 2(Rarely), 3(Sometimes), 4 (Almost Always), and 5(Always) to rate the statements listed below.

\_\_\_\_\_\_ The student’s parent has indicated interest in their child learning about Internet safety.

\_\_\_\_\_\_The student has indicated interest in learning about Internet safety.

\_\_\_\_\_\_The parent has discussed the student’s Internet abuse with me.

\_\_\_\_\_\_I am concerned the student might be posting personal information on the Internet.

\_\_\_\_\_\_I am concerned the student might be posting inappropriate pictures of herself on the

Internet.

\_\_\_\_\_\_The student has made attempts to enter chat rooms and/or inappropriate websites on a school computer.

\_\_\_\_\_\_I think the student might talk to strangers on the Internet.

\_\_\_\_\_\_I believe the student would benefit from being in a counseling group to focus on Internet safety.

Please add any other comments in the space below that might be relevant.

Child’s Name and Age:

Teacher’s Name:

**Appendix C**

**School Name (HERE)**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

Individual counseling  Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

Emotional Concerns Academic Performance

Behavioral Concerns Interpersonal Relationships

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.

2. When counselor suspects abuse or neglect.

3. Upon authorization of parent/student.

4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Consent:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_**\_\_\_\_**

**Appendix D**

Internet Safety Pre/Post-Assessment

1. When you are making up a user name for email and instant messaging, you

should:

a) Always use your real name

b) Use a name that does NOT reveal your true identity

c) Use a name that gives good clues about who you really are.

Answer: b.

2. With your secret codes and passwords, you should:

a) Give them out to only your best friends.

b) Give them out to strangers.

c) Never give out your passwords, except to your parents.

Answer: c.

3. When someone asks for personal information like phone numbers or addresses

online, you should:

a) Give the information to anyone who asks because it’s the polite thing to do.

b) Post the information on any public Web site like MySpace, so anyone can find

it.

c) Never give out personal information online in emails or instant messages

because you never know who you are really communicating with.

Answer: c

4. When you are filling out forms or surveys online, you should:

a) Answer all the questions truthfully.

b) Before you answer any questions, you should get your parents’ approval.

c) Make up funny answers to all the questions.

Answer: b.

5. When online friends say they want to meet you in person, you should:

a) Go ahead, make plans and meet them wherever and whenever they want.

b) Inform your parents and make sure that you meet where there are a lot of

people around.

c) Never meet anyone in person that you met online, it’s just not safe. Correct

Answer: c.

6. When you get an email or instant message from people you don’t know, you

should:

a) Ignore it and put it in your trash folder.

b) Respond with a polite how-do-you-do.

c) Forward the message to your best friends.

Answer: a.

7. When you receive an email with an attachment that you were NOT expecting from

a friend, you should:

a) Open the attachment without thinking about it.

b) Ask a friend if you think it’s okay to open the attachment.

c) Ask your parents if it is okay to open the attachment.

Answer: c.

**Appendix E**

**“Your Online Image” Assessment**

1. Name 3 ways that posting personal information on the Internet can negatively affect you and your online image.
2. Name 3 groups of people that your online information can be viewed by.

**Appendix F**

**Online Smart**

Connecting online, we all know it's cool,

Everyone's doing it, especially in school.

Just watch out, when you share your ID,

It's like giving out, your personal key.

Look at Facebook, they're not all a friend,

Some are identity thieves, who simply pretend.

Another thing is, watch what you write,

If they know you're alone, they may come at night.

Some will try to pick up and flirt,

Might be an old sicko, trying to hurt.

But if you do, try to meet,

It's gotta be a safe crowded street.

Just be careful, who you trust,

You don't know, whether they're just.

You also shouldn't just click any link,

They'll hack your computer, and know what you think.

Bottom line - think what you share,

Identity theft is much more than a scare.

Keep eyes opened, make sure you're aware,

Don't be like those, that simply don't care.

by AnitaPoems.com